

Programme 119†.

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(January to March, 1931.
April to July, 1931, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLETT.)

FORMS VI. & V.

PUPILS' NAMES.....

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Scripture.

VI. & V. *The One Volume Bible Commentary*, by J. R. Dummelow (Macmillan, 10/-), (a) Introduction, pp. cxxiii.-cxxxiii.; (b) *Ezra*, pp. 269-278; (c) *Haggai*, pp. 595-598; (d) *St. Mark*, pp. 722-724, and 728-730 (chapters 7-11); (e) *I. Thessalonians*, pp. 985-989.

[*The Gospel according to S. Mark*, with introduction and commentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6), chapters 7-11 may also be used.] *The Saviour of the World*, Vol. II. (P.N.E.U. Office, 3/-), pp. 57-122, with Bible text (see Index) and notes from "Dummelow." Use *The New Testament in the Revised Version* (Cambridge Press, 2/-). *Palestine in Picture*, by Canon Raven (Heffer, 10/6), may be used.

For Sunday reading (optional):

VI. *The Jesus of History*, by T. R. Glover (S.C.M., 2/6), pp. 1-118. Stanley's *The Eastern Church* (Dent, 2/-), pp. 1-70. *A Short History of our Religion*, by D. C. Somervell (Bell, 5/-), pp. 101-211. *Piers Plowman* (Dent, 2/-).

† The 119th term of work set since the Parents' Union School began.

- V. Stanley's *Sinai and Palestine* (Murray, 4/-), pp. 241-304. *The Religions of Mankind*, by S. M. E. Trood (Christophers, 3/6), pp. 102-154, with *Enter China*, by Bishop Barnes (Edinburgh House Press, 2/-). Law's *Serious Call to a Devout and Holy Life* (Dent, 2/-). Kinglake's *Eothen* (Dent, 2/-). Bishop Masterman's *Sunday Epistles* (S.P.C.K., 3/6).

Composition. (The daily "reports" also come under this heading.)

- VI. & V. A good *précis* (see Morgan & Treble below, Section IV.). Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally write verses, *which must scan* (see Morgan & Treble, Section VII.).

English Language.

Both Forms, parse and analyse every week.

- VI. Taylor's *Words and Places* (Dent, 2/-), pp. 19-150. *On the Art of Writing*, by Sir A. Quiller-Couch (Cambridge Press, 5/-), pp. 1-110.
- V. For revision and reference (Accidence, Syntax, History of Language, etc.) use *A Senior English Grammar*, by R. A. Morgan & H. A. Treble (Murray, 3/6). Trench's *On the Study of Words* (Kegan Paul, 3/6), Lectures III., "On the Morality in Words," and IV., "On the History of Words," or use Everyman Edition (Dent, 2/-), Lectures II. and III.

Literature (Books set include holiday and evening reading).

- VI. & V. (a) Æschylus' *Seven Against Thebes* (Dent, 2/-). (b), Shakespeare's *Richard II.* (edited by A. W. Verity, Cambridge Press, 2/6).
- VI. (c) Chaucer's *Complete Works* (Oxford Press, 3/6): *The Canterbury Tales: The Prologue and The Clerkes Tale*. (d) Langland's *Piers Plowman* (Dent, 2/-). (e) Pauli's *Pictures of Old England*, Lectures III.-XII. (Routledge, 2/-). (f) Froissart's *Chronicles* (Macmillan, 4/6), pp. 1-200. (g) Scott's *Quentin Durward* (Nelson, 1/3). (h) George Eliot's *Romola* (Nelson, 1/6). (i) *Come Hither*, by Walter De la Mare (Revised Edition, Constable, 10/6). (j) *Oxford Book of English Verse* (Oxford Press, 8/6).
- V. (c) Thackeray's *Henry Esmond* (Nelson, 1/3). (d) Swift's *Gulliver's Travels* (Dent, 2/-, Young People's Library). (e) Swift's *Battle of the Books* (Oxford Press, 2/6), text only. (f) Addison's *Essays from "The Spectator"* (Blackie, 10d.). (g) Macaulay's *Essays* (Vol. II., Dent, 2/-): *On Addison*. (h) *Anthology of Modern Verse* (Methuen, 2/6). (i) *The Book of English Poetry* (Jack, 7/6), contemporary poets (1688-1742). For reference only, *English Literature*, by A. J. Wyatt (University Tutorial Press, 3/-).

Keep a Commonplace Book for passages that strike you particularly; learn a hundred lines of poetry; be able to give some account of what you have read in each book, with sketches of the chief characters.

English History.

- VI. Trevelyan's *History of England* Part I. (Longmans, 4/6), pp. 222-266 (1327-1485), or, the same period in Green's *History*, Vol. I. (Dent, 2/-). *English Wayfaring Life in the Middle Ages*, by J. J. Jusserand (Benn, 12/6), read from pp. 222-422.
- V. Green's *Short History of the English People*, Vol. II., pp. 634-691 (Dent, 2/-), (1688-1742). Read Macaulay's *Essay on The Spanish Succession* (Vol. II., Dent, 2/-).

General History.

- VI. *The Legacy of the Ancient World*, by W. G. De Burgh (Macdonald & Evans, 15/-), pp. 220-263. *A Short History of France*, by Victor Duruy, Vol. I. (Dent, 2/-), pp. 295-438 (1328-1483).
- V. *Ancient Times*, by J. H. Breasted (Ginn, 10/6), pp. 600-649 (30 B.C.-A.D. 138). *Medieval and Modern Times*, by T. R. Robinson (Ginn, 10/6), (1927 edition), pp. 398-411 (1700-1740).
- VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts. Smith's *Classical Dictionary* (Dent, 2/6). *An Atlas of Ancient and Classical Geography*, (Dent, 2/6).

Every-Day Morals and Economics.

- VI. Plato's *Education of the Young* (Cambridge Press, 4/6), pp. 1-12 and 27-49. *Economics for the General Reader*, by Henry Clay (Macmillan, 4/6), pp. 114-226.
- V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 137-169. *The Economic World*, by A. R. & E. M. Burns (U.L.P., 5/-), pp. 1-72. Pope's *Essay on Man* (Blackie, 1/6).

Geography.

- VI. *Frequented Ways*, by M. J. Newbigin (Constable, 15/-), pp. 59-113. *In Search of our Ancestors*, by Mary Boyle (Harrap, 10/6), pp. 179-270.
- V. *The English Speaking Nations*, by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 70-137, with *Amble-side Geography Book V.* (1931 edition, Kegan Paul, 5/-), for reference and map work. *A Shorter Physical Geography*, by E. de Martonne (Christophers, 7/6), pp. 1-50. Huxley's *Physiography* (revised 1924, Macmillan, 5/-), pp. 139-211. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 52-64. Philips' *Pocket Surveyor* (Philip & Son, 2/6), will be found useful.

- VI. & V. *The World-Wide Atlas* (Johnston, Edinburgh, 10/-). Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

General Science.

- VI. *The Mechanism of Nature*, by E. N. da C. Andrade (Bell, 6/-), pp. 85-170. *The Seas*, by F. S. Russell and C. M. Yonge (Warne, 12/6), pp. 1-109.
- V. *Scientific Ideas of To-day*, by C. R. Gibson (Seeley, 6/-), pp. 52-86. Geikie's *Geology* (revised 1915, Macmillan, 7/6), pp. 48-90. Some account of the geology of your neighbourhood, drawing sections. *The Ordnance Survey Geological Map of the British Isles* (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6).

Biology, Botany, etc.

- VI. *The Study of Animal Life*, by J. Arthur Thomson (Murray, 6/-), pp. 219-264. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 175-214.
- V. *Botany*, by D. Thoday (Cambridge Press, 7/6), pp. 180-218, and 382-420. For suggestions for out-door work: Dr. Caver's *Botany* (University Press, 8/6) will be found useful, see questions following chapters xii, xxv and xxviii (trees and shrubs in winter and spring, uses of plants).

Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note-Book* with flower and bird lists (P.N.E.U. Office, 2/3).

Astronomy.

- VI. & V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), VI., pp. 434-491 (chapters 20-23); V., pp. 70-121 (chapters 3 and 4).

Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations and planets visible. *Stars at a Glance* (Philip, 1/6).

French.

- VI. & V. *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 42-50. Take a French paper (list can be obtained from Hachette).
- VI. *La Mare au Diable*, by G. Sand, edited by W. G. Hartog (Murray, 1/9). *Contes du Lundi*, by Alphonse Daudet (Nelson, 2/-). *The Oxford Book of French Verse* (Oxford Press, 8/6).
- V. *Le Verre d'Eau*, by Eugène Scribe, edited by C. A. Eggert (Harrap, 1/9). *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

Latin.

- VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 16-67; 122-127; 136-142. *Limen*, Part II. (Murray, 2/6), pp. 280-292; 208-242. *A Book of Latin Poetry* (Methuen, 2/-). *A Book of Latin Letters*, edited by R. G. C. Levens (Methuen, 3/6), pp. 1-21.
- V. *Limen* (Murray, 2/6), pp. 95-134, or, (second year), pp. 208-236. *Livy, Book IX.* (Cambridge Press, 3/6) §§ 17-33. *Dies Romani*, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

German.

- VI. & V. *A Public School German Primer* (Macmillan, 4/-). VI.: revise pp. 131-157. V.: pp. 1-12 inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6).
- VI. Freytag's *Soll und Haben*, edited by G. T. Files (Harrap, 2/6).
- V. Wildenbruch's *Das Edle Blut*, edited by F. G. Schmidt (Harrap, 2/-).

Italian.

- VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 4/6): (VI.) read from Part II., using Part I. and Appendices for studies in Grammar, (V.) lessons 20-23, inclusive. *Italian Irregular Verbs* (Hachette, 1/-). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).
- VI. Read three cantos from Dante's *Il Purgatorio* (Dent, 2/-). *Il Burbero Benefico*, by Carlo Goldoni (Hachette, 1/3).
- V. *Memorie d'un Fanciullo*, by Giulio Carcano (Hachette, 1/3), pp. 1-47.

Arithmetic.

- VI. & V. Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 22-43; Teacher's Book VI. (2/3) is also essential. For mental work, *Arithmetical Dictation*, Book VI., by Alfred Wisdom (U.L.P., 1/3), Ex. 352-373, or (second year) Book VII. (1/4), pp. 1-30 (end of Exercise 16), 91-93 (Sets A & B), and 98-103 (Sets A-F), with Teacher's Book VII. (2/6).

Geometry.

- VI. & V. *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 204, 205, 210, 211, 213-217, or (2nd year), pp. 254-260, and revise section III. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

Algebra.

- VI. & V. *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 178-179, 183-185 (omit § 211), 191-193, 195-199, 201-206, or, (second year), 255-260, 264-277, 280-287.

Art Studies.

VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), chapters 4-7, inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. II. (Batsford, 6/-), chapter v.

Persia: *British Museum Postcards*. Sets C 7 and C 9 (2/6 each), and Sets B 6 and B 5 (1/- each), with accompanying letterpress. See also *Design*, by Walter Crane (Bell, 10/-), pp. 160-221.

V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters 15-18. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 149-189. For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).

VI. & V. Six reproductions of works by Perugino (P.N.E.U. Office, 2/- the set); see notes in the January P.R.

Reading.

The Speaking Voice, by Emil Behnke (Curwen & Son, 7/6), pp. 67-103. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

Music Appreciation.

VI. & V. The work of Mozart: see article, and records suggested under *Our Work*, in the January P.R. *The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-).

Music.

VI. & V. (a) *The Growth of Music*, by H. C. Colles (Oxford Press, 10/6). (b) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term; see preface. (c) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6).

Singing.

Two French songs; two German songs or two Italian songs. Two National or Folk Songs, direct from Novello & Co. (2d. each), or, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6).

Drill, etc.

A Manual of Free-Standing Movements, by H. D. Hassam (Hachette, 1/8). *Syllabus of Physical Training for Schools, 1927*, Supplement No. 12 (H.M. Stationery Office, 4d.). Six Country Dances: *The English Country Dance*, Graded Series, Vols. VI.-VIII. (Novello, 3/- each); music and instructions for six dances in each volume. Hockey; Lacrosse.

Work: Arts and Crafts.

The Basis of Design, by Walter Crane (Bell, 10/-), pp. 222-258. Studies in design, space filling, decorative composition; see *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 27-83, and 88-131. *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6). *Simple Carving in Alabaster* (Dryad Leaflet, No. 24, 4d.). *On Making Book Plates* (wood and linoleum cuts), (Dryad Leaflet, No. 76, 6d.). Studies of animals: *Animal Drawing and Anatomy* by Edwin Noble (Batsford, 10/6).

Valuable suggestions will be found for the teaching of all Handicrafts and Drawing in the following: *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

Do some definite house and garden work. *Practical Housecraft*: (1) *Housewifery*, (2) *Laundry*, (3) *Cooking* (Longmans, 6d. each). Darn and mend each week. Make a garment.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

The Cambridge School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. (see special leaflet). For further particulars write to the Director, The Parents' Union School, Ambleside.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for her age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons. Form VI. work should not be attempted unless the full two years' work has been done in Form V. (Average ages in V., 15 and 16).

N.B. 2.—For principles and methods of teaching the various subjects see *An Essay Towards a Philosophy of Education* (10/6). *Parents and Children* (5/-), (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 4.—Each pupil should have a copy of her own books, and a set of the Pictures and materials. It is essential to have the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 5 — Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6 — *The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 7.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1.

N.B. 8.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

**To Ex-P.U.S. Members who have already worked through
Form VI., and Ex-Students of the House of Education
taking the P.U.S. Reading Course.**

Bibliographies for further reading will be found in *The Legacy of the Ancient World*, *Medieval and Modern Times*, Trevelyan's *History*, Green's *History*, *The Study of Animal Life*, *The Economic World*.

The following books are also suggested for 1931 : Bishop Gore's *The Philosophy of the Good Life* (Murray, 10/6) ; Bishop Hicks' *The Fullness of Sacrifice* (Macmillan, 15/-) ; *The Testament of Beauty*, by Robert Bridges (Oxford Press, 7/6 ; *The History of British Civilization*, by E. Wingfield-Stratford (Routledge, 15/-) ; *Economic Prosperity in the British Empire*, by Stephen Leacock (Constable, 7/6) ; *Introduction to Political Science*, by E. F. Bowman (Methuen, 6/-) ; *The Nature of the Physical World*, by Sir A. S. Eddington (Cambridge Press, 12/6) ; *The Universe Around Us*, by Sir James Jeans (2nd edition, Cambridge Press, 12/6) ; *The Mysterious Universe*, by Sir James Jeans (Cambridge Press, 3/6).

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Motto: "I am, I can, I ought, I will."

FORMS VI. & V.

PUPILS' NAMES

Scripture.

- I. VI. & V. 1. Show the historical importance of the Book of Ezra, and describe and discuss the character of Ezra as revealed in his book.
2. Give (a), the date, (b), the occasion of writing, (c), the characteristic features of the Book of Haggai.
- II. 1. Write notes on **three** of the following, giving the context.—(a), "I see men as trees walking." (b), "It is Corban." (c), "Whosoever will save his life shall lose it." (d), "He that is not against us is on our part." (e), "Salt is good." (f), "The baptism of John, was it from heaven or of men?" (St. Mark.)
2. What picture of early Church life do we get from the Epistles to the Thessalonians? Give briefly the substance of the first Epistle.
3. Give, in verse if possible, some thoughts on Law (*The Saviour of the World*).

Composition.

- VI. & V. 1. A *Times* leader on **one** of the following,—(a), The Capture of Kufra, (b), The Mission of the Prince of Wales to the Argentine, (c), The Indian Agreement, (d), The Persian Exhibition.
2. Some verses, which must scan, on (a), The awakening of Spring, or, (b), Discovery.

English Language.

VI. & V. 1. Analyse, parsing the words in italics,—

“At Shelley's *birth*.
The Lark, dawn *spirit*, with an anthem loud
Rose from the dusky earth
To tell *it* to the Cloud,
That, like a flower *night-folded* in the gloom,
Burst into morning bloom.”

VI. 2. What have you to say about the ethnology and variation, of the names of nations?

or, 2. Comment on “the style is the man,” with special reference to the dangers of jargon.

V. 2. Write notes on the history of **six** of the following words,—castle, home, spade, beef, bacon, zenith, ascetic, pagan, dunce.

Literature. (Only three questions should be answered.)

VI. & V. 1. Compare and contrast the outlook on life of, (a), John of Gaunt, (b), Bolingbroke, (c), Richard II., as given us by Shakespeare. Quote lines where you can.

2. Describe briefly the character and appearance of the seven chiefs before Thebes as told by the Messenger.

VI. 3. Chaucer made his group of pilgrims into a picture of the Society of his age. Discuss and illustrate.

4. In *Piers Plowman* Langland shows his rare comprehension of the political and religious necessities of his time. Illustrate this statement from two of the visions.

5. Gather together your impressions of (a), Louis XI., from *Quentin Durward*, or, (b), Savonarola from *Romola*.

V. 3. Give brief sketches of the following as they appear in *Henry Esmond*.—Beatrix, Father Holt, Richard Steele.

4. “Upon this emergency, Æsop broke silence first.” Give the argument of his speech in the *Battle of the Books*.

5. Give a page from Gulliver's “diary” in (a), Lilliput, and (b), Laputa.

6. An Essay upon (a), *The Spectator* in Addison's day, or, (b), Wit.

English History.

VI. 1. “The King of England must needs obey his people and do all their will.” Discuss this comment of Froissart's on the Hundred Years War, and summarise briefly the causes and effects of this war. Dates.

2. An essay on the life and work of John Wiclif.

3. Give some account of the messengers, merchants and pedlars of the Middle Ages.

V. 1. Give some account of (a), the religious, (b), the political results of the Revolution of 1688.

2. Sketch the career and policy of Marlborough. Dates.

General History.

VI. 1. Summarise briefly the successive phases of the fall of the Roman Republic. Dates.

2. It is said that Hadrian during his reign “set his mark in principle and in detail on the entire structure of Roman administration and law.” Discuss and illustrate.

3. Sketch briefly the policy and achievements of (a), Charles the Wise: or, (b), Write an essay on King Henry V. and King Sigismund. Dates.

V. 1. Give some account of the civilisation of the Augustan age. Dates.

2. By what steps did Rome gain control of the Mediterranean World? Indicate briefly the peoples enjoying Roman protection in the Second Century of Peace.

3. Write brief notes on (a), the Treaty of Utrecht, (b), the work of Peter the Great. Dates.

Every-Day Morals and Economics.

VI. 1. “Come then,” said Socrates, “let us make a city from the beginning, in our speculation.” Outline the making of this city.

2. Write upon the “conflicting and common interests arising from competition.”

V. 1. Give examples from your reading which illustrate (a), that the will is not moral or immoral, (b), that the function of the will is to choose.

2. By what arguments does Pope attempt “to vindicate the ways of God to man”?

3. Discuss the statement that “the benefits of Specialisation in industry outweigh the disadvantages.”

Geography.

VI. 1. Show that habitat must be considered in the study of plants. Describe, in this connection, the vegetation of (a), the Mediterranean coast, or, (b), some neighbourhood you know well.

2. Give some account of the industries of the Lower Palæolithic Civilization.

V. 1. Sketch briefly the expansion of British power in North America in the 18th Century. Map.

2. Account for the variation shown by the isothermal maps for January and July in Western Europe.

or, 2. Give some account of the effect of wind upon the action of the sea.

3. With the help of a physical map draw a sketch section from Whitehaven to Whitby.

General Science.

- VI. 1. Write on what you have gathered from your reading this term as to the nature of electricity.
2. An essay on "Life on the Sea Bottom," showing how definite associations of animals vary with the different types of bottom.
- V. 1. Describe an experiment to demonstrate the construction of the atom.
2. In what ways may (a), underground water, (b), ice and snow, alter the surface of the land? Drawings, (from your own observations if possible).

Biology, Botany, etc.

- VI. 1. Describe in detail a typical (a), coelenterate, (b), echinoderm, (c), mollusc. Drawings.
2. What food substances are necessary to maintain a healthy body, and in what respects should diet be regulated?
- V. 1. Examine and dissect a flower (e.g., tulip, daffodil, anemone). Draw and name each of its parts, and write short notes on their nature and function.
2. Describe, with drawings, the twig of a horse chestnut in winter, and account for the marks and scars upon it. What changes take place in spring as the bud opens?

Astronomy.

- VI. 1. Explain, as far as you can, how the distance of a star from the earth may be measured. (Diagram.)
2. Write upon the nature of nebulae.
- V. 1. "Life as we know it could not exist on the moon." Give fully the reasons for this statement.
2. Write a short account of the solar system. (Diagrams.)

French. (All answers to be written in French.)

- VI. 1. Write (a), a character sketch of "Germain," or, (b), a story from *Contes du Lundi*.
- V. 1. Give a résumé of the story of *Le Verre d'Eau*.
- VI. & V. 2. Translate into French, p. 12, (*L'Enseignement Littéraire*), "The door opened . . . her healing presence."
3. Write notes on the uses of (a), possessive pronouns, (b), impersonal verbs, giving examples in sentences

Latin.

- VI. 1. Write the Latin for: 5th January, 11th April, 31st July, 12th March, 24th November.
2. The same as 2 in V. (Second Year).
3. *A Book of Latin Letters*: (a), Translate Letter 7, paragraph 1 (*Noli putare . . . periremus*). (b) Read again the Latin of (a) then narrate in Latin.

V. (First Year.)

1. Write the four principal parts of the Latin verbs for: read, see, pour, stand, fall.
2. Translate: (1) Having captured the city, the general sent to Rome the legions which he had. (2) Having conquered many enemies, he returned to the city and passed many laws concerning Italy and the provinces.

(Second Year.)

1. Write the Present Indicative Passive of "fero," the Present Indicative of "eo," the Present Subjunctive Active of "edo."
2. Translate: Having set out into Gaul, the troops advanced into the enemies' territory and conquered many towns. The general found out from captives where the camp of the enemy was. The enemy however was unwilling to fight, and sent messengers to make peace.

(First and Second Years.)

3. *Livy*, Book IX., § 23, (a), Translate 10 lines, from "Mutata" to "magistrum equitum." (b), Read the Latin of (a) again, then narrate in Latin.

German. (Answers to be written in German.)

- VI. & V. 1. VI. Give a scene connected with the revolution in Poland (*Soll und Haben*), or, V., a description of the two brothers from *Das Edle Blut*.
- VI. 2. Give rules, with examples, for the gender of nouns determined (a), by meaning, (b), by formation.
- V. 2. Translate into German: Reproduction 6, page 197, and Exercise 10, page 199.

or, Italian

- VI. 1. Translate into English and retranslate into Italian the first stanza, page 212, "spesso . . . finita."
2. Write, in Italian a paragraph on the plot of *Il Barbero Benefico*.
- V. 1. Translate into Italian Exercise B 1, sentences 1-8, page 120.
2. Write six sentences about (a), an incident from *Memorie d'un Fanciullo*, or, (b), the Italian Frontier.

Arithmetic

(First Year.)

- Using Standard Form, find the value of the following to 2 decimal places: $\sqrt{\frac{8}{9}}$, $\frac{3.66}{.624}$, 2.4% of £412.
- In what proportion must a grocer mix coffee at 3s. 2d. a pound with coffee at 2s. 5d. a pound so as to be able to sell the mixture at 2s. 11½d. a pound?
- Which gives the greater income: railway shares paying £3 per share when the £100 share is at 66; or a 6% stock at 186? What would be the difference in income on an investment of £6820?

(Second Year.)

- Find by factors, (a), the cube root of 11,390,625; (b), the square root of 18,593,344.
- A duty of 7s. per pound of weight is charged on silk fabrics imported from France to England. Express this, correct to 1 place of decimals, in francs per kilogramme if £1=123.25 francs, and 1 kg.=2.2046 lb.
- A bicycle was sold at a loss of 40% on the cost price, and a second bicycle was bought with the proceeds when 5 guineas had been added. This second bicycle was sold at a loss of 35%, and a third bicycle was bought with the proceeds after the addition of £5 15s. 3d. The third bicycle cost £16; what was the price of the first?

Geometry.

(First Year.)

- Give one method of drawing a common tangent to two circles and prove your construction.
- Draw a circle with radius 3 cm., and show how to draw about it (a), a regular pentagon, (b), a regular octagon.
- On a side of 6 cm. construct, (without a protractor), a regular hexagon.

(Second Year.)

- If two triangles are equiangular to one another the corresponding sides are proportional.
- In a triangle XYZ, a perpendicular XP is drawn from X on to YZ and, through Q, a point in XP, a parallel is drawn to YZ meeting XY and XZ in R and S. If YZ=6 cm., XP=5 cm., PQ=2 cm., find the length of RS.
- OP and OQ are two straight lines of fixed and equal lengths revolving about O at the same rate in opposite ways: if they start together from a fixed direction OX, what is the locus (1) of Q, (2) of P, (3) of R, the middle point of PQ?

Algebra.

(First Year.)

- Find the H.C.F. and L.C.M. of: $3x^2 - x - 10$, $6x^2 + x - 15$, $6x^2 + 9x + 15$, and $3x^2 + 11x + 10$.
- Simplify:

$$(a) \frac{a^4 - b^4}{a^2 + ab + b^2} \times \frac{a^3 - b^3}{(a-b)(a-2b)} \times \frac{a^2 - 4b^2}{(a+b)(a+2b)} \times$$

$$\frac{1}{(a+b)(a^2+b^2)}$$

$$(b) \frac{2x+1}{2x^2+3x+1} - \frac{2x-1}{2x^2-3x+1} + \frac{2x^2}{x^2-1}$$

- I think of a number, multiply it by 3, then subtract 1 and square the result. I shall obtain the same answer if I simply square the number. What is the number?

(Second Year.)

- Solve (not graphically) the equations:

$$(a) 4x + y = 16$$

$$xy = 12$$

$$(b) 5(x-1)^2 = (x+2)^2 + 9$$

- A man took away £15 for his holiday expenses. He found that by reducing his expenses to the extent of 3 shillings a day he could have extended his holiday 5 days. How long a holiday did he take?
- Draw the graph of: $y = x - 4$ and $y = 2x^2 - 2x - 4$ for values of x from -2 to +2. Find from the figure the solution of the simultaneous equations $x - y = 4$ and $2x^2 - 2x - y = 4$.

Art Studies

- VI. & V. 1. Describe, with a rough sketch of the composition, "The Vision of St. Bernard," by Perugino.
2. Write a short account of the work of, (VI.), Fra Angelico, (V.), Van Eyck, describing in detail one of his pictures.
- VI. 3. "The mosque in Africa, India or Spain has the same general form of plan." Describe this plan, and illustrate the chief features of Saracenic architecture from three of its most famous mosques. Drawings.
- V. 3. Give some account of French Gothic architecture as illustrated in two of the great French cathedrals. Drawings.

Painting.

- Two studies of "symbol in design," or, a design for a book-plate, with special regard to "proportion" and space filling.
- A study of sheep and lambs.

Music Appreciation.

What compositions by Mozart have you heard this term? Write fully on one of them.

Reading. ★

Father to choose an unseen (*a*), essay, (*b*), poem.

Music. ★

Parents to report upon practical examination.

Singing. ★

Father to choose an English, a French, and an Italian song.

Drill. ★

Report progress.

Work, Crafts, etc. ★

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 23rd. Papers to be posted on Saturday, March 28th, *with no other enclosure*. The examination may be postponed till after Easter if due notice is given.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of any two of the three terms in the year.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.